

CHAPTER I

INTRODUCTION

This part explained about a set of rationalization concerning the study started from the background of the study, rationale of the study, urgency of the study, formulation of problem and objective of the study.

1.1 Background of the Study

Last four decades, many academics and researchers have become interested in Learner Autonomy (LA) in the context of both ESL and EFL, especially in the circumstances of the Covid-19 Pandemic. In the education context, learner autonomy has not been seen as the desired quality in students but it is a requirement. Undergraduate university EFL students were expected to understand their autonomy and fully accept responsibility for their education (Field et al., 2014). Moreover, in higher education, the learners can't only study course material. They must seek out additional information on their own. This is something that an inactive learner will never make progress. In adjusting university educational setting, students must keep track of their education. Even though a higher education student has studied all of the learning content, they will need a lot of practice at the institution or at home.

In addition, according to the ministry of education and culture, online learning became the new system of education in Indonesia during the Covid-19 pandemic. In Online learning, most teaching and learning activities are limited. It is because of lack of facilities such as the tools and internet connection. This is the situation that makes the students forced to be smart in organizing and controlling their learning process to achieve learning outcomes.

Fostering learner autonomy is the one way to make students can organize and control their learning process. Broadly, learner autonomy refers to

students' capacity to manage their education. (Holec, 1981). Autonomy is not the learning outcomes but a concept that reflected in the learners' awareness, self-direction, and self-determination to reach the learning objectives.

Building learner autonomy cannot be acquired separately. It requires collaborative actions and students' trust in several factors (Little, 2000). Based on the previous study from Saeed (2021), teachers' support, peer involvement, and online platforms can assist university students in building autonomy. Also, all of them can help the students in gaining self-assurance, motivation, self-esteem, accountability, and self-determination in an EFL language classroom.

At Indonesia University, students were not overly reliant on their teachers to learn (Melvina, Lengkanawati, & Wirza, 2021). When students learn independently, they can manage their learning. According to the researcher's experience, fostering learner autonomy by using online learning platforms (i.e. Schoology, Edmodo), social media (i.e. YouTube, Instagram, WhatsApp), and peer interaction in discussing difficult material is very useful in improving English language skills. All of them can be the strategies and solutions to finding the hard thing in learning activities both inside and outside the classroom.

In contrast, partially Indonesian instructors and learners still assume that learner autonomy is a novel concept that is only compatible with western academic heritage. It is challenging to encourage learner autonomy. Therefore, the present study seeks to find out the students' perception of learners' Autonomy and to discover the strategies for achieving autonomy.

1.2 The Rationale of the Study

This present study is entitled "Learner Autonomy: Learners' Perceptions of Autonomy Strategies in Indonesian EFL Classroom". This study is to investigate students' perception of learner autonomy and autonomy strategies

in learning English in their classroom. Knowing and understanding what students perceive of learner autonomy and whether they believe in learner autonomy and their autonomy strategies would be useful for them in learning English, especially in improving their English skills.

In this research, the writer focus on learner autonomy and the strategies the learner autonomy important in learning English on students' view and how autonomous strategies can affect university students in improving their achievement. The role of peers, teachers, and social media also will be examined in this study.

This current situation needed a positive viewpoint about learner autonomy because the system of education has grown. The students have to know and understand many things. It has been claimed by Saeed (2021), that students who have studied all of the learning content, will need a lot of practice at the institution or at home. Then, when the students have that positive point of view toward learner autonomy, they will start to think about what are the strategies to being learner autonomy and achieve their learning goals.

Effective autonomous strategies are very important because the students are forced to be independent learners in any field, especially in English courses. Moreover, all students study with blended learning (offline and online learning). The students are expected to understand all the material, so they should have the strategies to be learner autonomy and achieve their goals. So, in this case, this study can open the students' minds about learner autonomy, and how much important it is. Also, it can assist university students to find out the right strategies that they can do in being learner autonomy and in achieving their learning objectives.

This research employed a qualitative case study to explore the features of an existing case, real-life, individual insight through a detailed and in-depth collection of data from multiple sources of information (Yin, 2018). In this study, the writer takes some university students in Cirebon to get further deep

information and description of students' perceptions of learner autonomy and autonomy strategies in EFL Classroom. A questionnaire and semi-structured interview will be the method for gaining all the information needed in this study.

1.3 The Urgency of the Study

Due to social norms of collectivism in Asia and the Middle East, learners were interdependent to reach autonomy (Blidi, 2017; Benson et al., 2003). Learner autonomy is a necessity for students. Under the current circumstances, recent technological systems that support both in-person and online learning were made available to students, but wisely to foster learner autonomy it will be selected (Ghazali, 2020). Lifelong learning and independence in decision-making are skills that university students will need once they graduate. This goal will not be realized unless each university student is capable of taking responsibility and making independent decisions.

Many studies have been conducted which are related to learner autonomy, and its strategies in the EFL context. One of them is the study by Saeed (2021). The study from Saeed is different from this present research. Saeed (2021) investigated the learners' perception of learner autonomy and autonomy strategies. It was carried out on EFL students who were enrolled in tertiary education in Oman, more specifically at Dhofar University. While, in this research, the writer takes a case in Indonesia University. The context of the study from Saeed (2021) did not examine more deeply about autonomy strategies in learning English. It can be seen from the instrument of the questionnaire and interview. Whereas, this study is more focused on autonomy strategies in learning English. Thus, this study modifies and adds the statement of the questionnaire and the questions of interviewees that are more inclined to learn English at the university level.

3.4 Research Questions & Objectives of the Study

1.4.1 Research Questions

Based on the background of this study, the research question that will be appointed in this research are:

- a. What are the students' perceptions of learner autonomy?
- b. What are the students' strategies for achieving autonomy in the EFL classroom?

1.4.2 Objectives of the Study

Based on the research questions above, the two main purposes of this research are:

- a. To find out the students' perception of learner autonomy
- b. To discover students' strategies in achieving autonomy in learning English.